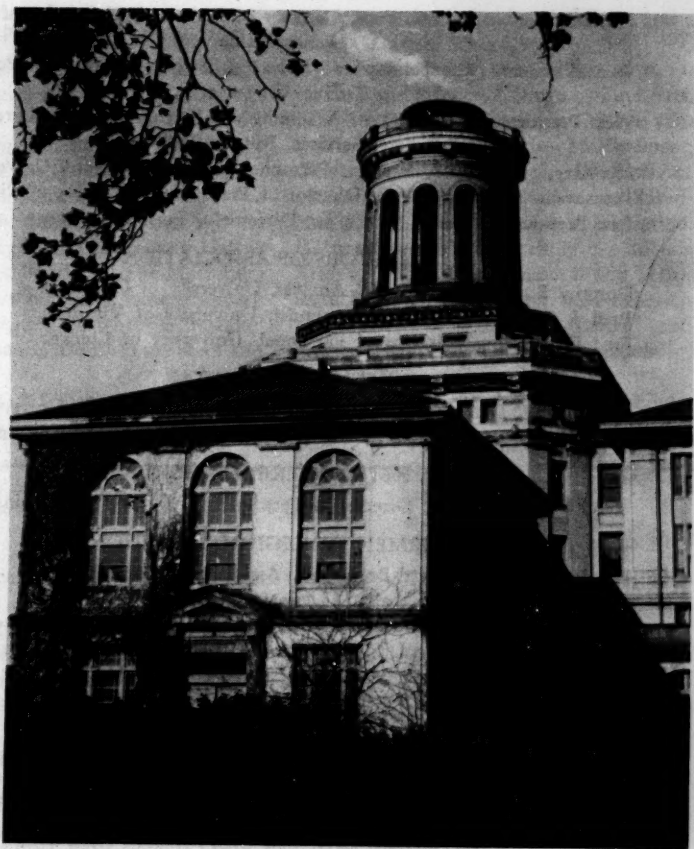


the **Journal**

*of the College and University
Personnel Association*



*Machinery Hall
Carnegie Institute of Technology*

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of the
College and University Personnel Association

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“ . . . notes and quotes . . . ”

Memories of Pittsburgh

For those who were fortunate enough to attend the Fourteenth Annual Conference at Pittsburgh the tower on Machinery Hall at Carnegie Institute of Technology will bring back many pleasant memories.

Carnegie Institute of Technology was founded more than fifty years ago by Andrew Carnegie, and Machinery Hall is one of its oldest buildings. The Machinery Hall Tower has become a local landmark and is to Carnegie Tech what "Old Main" and the Campanile are to Penn State and California.

At present C.I.T. has an enrollment of

about 3,000 undergraduate students and a large Graduate School.

Tech consists of the College of Engineering and Science, College of Fine Arts, Margaret Morrison Carnegie College (for women), School of Printing Management, Carnegie Library School, Division of Humanistic and Social Studies, and Graduate School of Industrial Administration. Its research facilities include the Metals Research Laboratory, Chemical and Petroleum Research Laboratory, Coal Research Laboratory, Computation Center, and Nuclear Research Center at Saxonburg, Pennsylvania.

Some idea of the size of the Machinery

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Hall Tower may be gained by noting the outline of the circular stairway that appears in the left-hand arch and also the height of the railing that circles the observation deck at its top.

H. R. Patton Welcomes CUPA To Carnegie Campus

It was indeed a special privilege for members of the Association to be welcomed to C.I.T. by Mr. Patton, who serves as Vice President for Business Affairs at that institution, as he was one of the early supporters of the newly-founded organization. In his welcoming remarks, Mr. Patton said:

"It is an honor and a special pleasure for me to have this opportunity to welcome the College and University Personnel Association to Pittsburgh for its Fourteenth Annual Conference. I well remember the first meeting of this Association at the Edgewater Beach Hotel in Chicago just 13 years ago last May 6 and 7.

"Some of you will remember, I am sure, that the CUPA meeting preceded the annual meeting of the Central Association of College and University Business Officers on May 8-9, 1947. It is interesting to note that one entire session of that Central Association meeting was devoted to 'Policies Relating to Non-Academic Employee-Management Relations in Colleges and Universities'. Howard Mathews, then Assistant Business Manager of the University of Chicago, in introducing the panel of speakers, said, and I quote:

"The question to be discussed this afternoon is a universal one, as indicated by an incident that I am told happened yesterday at the meeting of the College and University Personnel Association. A couple of delegates came here and walked

into what they thought was their meeting room, which really turned out to be the bakers' convention. They sat there for a couple of hours and didn't know the difference, because those men were talking about personnel problems too.'

"During the past 13 years your Association has come a long way and has made many significant contributions to good business management in higher education. You have been fortunate in having the continuing leadership of a number of dedicated and able men.

"Good personnel policies are the sine qua non of good business management. Personnel relationships on a university campus are much more subtle and complex in my opinion than in business and industry; and therefore the problems involved are more difficult of solution. On the Carnegie campus we have been fortunate in having Shelton King to constantly alert us to the need for improvement in personnel administration. I am sure that this Association's activities have been a great help to him and to us."

A Day At Chatham

One entire day of meetings of the Fourteenth Annual Conference were held at Clatham College, a nearby neighbor of Carnegie Institute of Technology. To those who were in attendance, the following quotation from a bulletin of the College will help to recall a picturesque and beautifully-maintained campus. For those who missed the Pittsburgh meetings—a visit would be a fine experience.

"The campus is a handsome twenty-seven acres of rolling woodland, circled protectively by large private homes in the heart of Pittsburgh's residential East End. Woodland Road, a private thoroughfare,

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“ . . . editorially speaking . . . ”

ORIE E. MYERS, JR.

from his President's Address to the Fourteenth Annual Conference of the College and University Personnel Association, Carnegie Institute of Technology, August 7, 1960

(President Myers opened his address with comments regarding the work and accomplishments of the Association during the past year, individually thanking members and officers for their interest and services, and introducing distinguished members and guests.—Ed.)

And now, I would like to share with you a few thoughts concerning forthcoming problems in the field of university personnel administration and in sharing a dream of CUPA's place in higher education in the meeting of these problems. All of us hear and think of the responsibilities associated with our individual institutions, but I would like for you to think with me tonight for just a few minutes concerning the collective personnel situation in the field of higher education.

Our employers have been charged with the responsibility, and have accepted the responsibility, for providing higher education in an exploding society. Whether we like it or not, this is our charge. At the same time, our employers have also accepted substantial responsibilities in the fields of research and public service.

It is obvious that this continually increasing load on institutions of higher learning will bring greatly increased personnel problems. If you will think back

for just a moment, you will recall that it was not too many years ago that our colleges and universities employed only a very few teachers and even fewer service and custodial workers. Such was the employment picture in a teaching university only about twenty years ago. Today, these same universities employ literally thousands of employees in many highly technical job situations. In order to provide the finest possible education for our young men and women, and in order to provide the utmost in research and service for a demanding society, we find ourselves seeking the extremes in qualifications and training, as well as seeking the oddities in interest. For example, we no longer recruit technicians; we now recruit electroencephalographic technicians or hematology technicians. We no longer recruit maintenance men; we now recruit glass blowers or air-conditioning engineers. In fact, we now find ourselves staffing universities with such diverse personnel as typists who must type on ma-

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chines with Greek characters—or anesthetists with experience in such highly technical procedures as open-heart surgery.

In other words, our universities have changed from what might have been termed a routine employer of a limited number of persons to one of the nation's major employing groups with a diversity of occupations that is probably otherwise unequalled in our society.

Now, a moment ago I mentioned to you a dream or a vision, and, before moving on to that dream, I would like to suggest that this change which I have just depicted, and which has occurred for the most part during the past 15 to 20 years, is certainly only a prelude or forewarning of things to come in this respect. These changes may come partially as the result of our Federal Government's efforts to keep pace with the Soviet Government insofar as education and research is concerned, or they may come just because we, as a people, believe that an enlightened society is the type of society which we want for ourselves and that we are willing to pay the price for it. But regardless of the reasons therefor—and I am sure that there are many other possible supporting reasons—there is no doubt in my mind but that our process of higher education, and our supporting educational research and service activities, are sure to continue to grow in leaps and bounds. We have only seen the beginning in this respect!

Now where is this trend to take us insofar as personnel management in colleges and universities is concerned? There can be no doubt but that our problem of personnel management is to increase from a quantitative point of view, but this is not my thesis at the moment. The real challenge to us, insofar as this trend

in our society is concerned, is to provide the administrative and the technical manpower that will be needed to keep pace with these conditions, and, at the same time, to provide an attitude, from an industrial relations point of view, that will permit our universities to operate with a minimum of personnel problems and work disruptions.

This is not going to be an easy task. The demand for such employees will undoubtedly become more acute. We shall surely be called upon to operate within extremely limited budgets as compared with the funds that will be needed. Problems in the area of labor relations or union relations very likely will become more acute. And, finally, the demand for "keeping pace" with comparative governments and with social desires and needs will undoubtedly increase.

The point which I would like to suggest to you at this time is that if our universities are to effectively meet this challenge, and if we, as personnel directors, who are responsible for staffing these universities, are to provide for our universities the services which are required in the field of personnel relations, then we must do it through cooperation within the framework of such an organization as the College and University Personnel Association.

Unless I am very much mistaken, within the next few years we shall see some rather major changes—or advances as I like to think of them—in the handling of our Association's affairs—that is, the affairs of CUPA. At the present time, for example, we have a Vice President for Research who, with his committee, carries on several important items of research during the year. Until I was privileged

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Challenge In Personnel Management

KURT M. HERTZFELD

"The challenge of the future for enlightened personnel managers in universities is going to be quite different than the challenge of the past. The knowledgeable personnel manager in the future should be looked at as the advisor to the administrative officers on methods and techniques of employee utilization."

Ladies and Gentlemen: It is a pleasure to participate again in an annual meeting of the College and University Personnel Association. I have had the pleasure of joining you at two previous meetings and thus have had the opportunity to meet many of your officers and members.

First, may I bring you the greetings of the National Federation of College and University Business Officers Associations. The President of the Federation, Mr. Charles W. Wheeler, Treasurer of the University of Richmond, has asked me to represent him and the Board of Directors at this meeting.

It was with great pleasure that I read a letter from your President telling me that your Program Committee has chosen as your conference theme, "Meeting the

Challenge of the Sixties through Improved Personnel Management". I think most of us will readily agree that we could not hope to expect to find all the answers to the problems, which will confront us, in improved personnel management, and I also think it is important that personnel officers constantly keep this in mind. However, I certainly submit that unless colleges and universities make every effort to improve their personnel management techniques to face the challenge of the coming years, they will incur problems and difficulties which will seriously impair their ability to meet the challenge in education, which, of course, is their primary mission.

Colleges And The Labor Market

Let me sketch briefly the position of the college in today's labor market, a position which presumably might get worse before it gets better.

A college or university might be classified as a service industry and thus, like all organizations in service industries, has an extremely high labor factor. I am

A talk before the Fourteenth Annual Conference of the College and University Personnel Association, Carnegie Institute of Technology, August 8, 1960. Mr. Hertzfeld is Vice President of Administrative Affairs, Boston University, and a Director of the National Federation of College and University Business Officers Associations.

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sure that faculty members normally do not think of themselves in these terms, but in the over-all picture, we must accept that they, too, are a part of the skilled labor market in the United States. Universities have a labor factor of 60%-75%, which means that salaries and wages are by far the most important expense item, especially as far as the operating budget is concerned.

Colleges and universities are non-profit organizations, and thus by their very nature ordinarily do not have substantial operating surpluses and thus are not able to draw upon these surpluses to finance salary improvements to which the American economy has become so accustomed. As a matter of fact, I maintain that basically colleges and universities have the obligation to *spend* the funds entrusted to them, as they have been received for designated purposes and not to accumulate in banks. Similarly, we have the obligation to spend the funds wisely, in good stewardship, to assure that they will buy as much teaching and research as humanly possible. The colleges and universities are competing in the labor market which has, in the post-war period, been characterized as inflationary and pro-labor. The wage level has certainly gone up, not only because of the increased productivity of labor, but also because of strength of labor at the bargaining table and in the political arena. We all know that the result has been inflation and reduction of purchasing power for those with fixed incomes or with incomes which have not responded as readily to the pressures mentioned before. Employees of colleges and universities definitely fall in this group.

Colleges In Difficult Position

Even if we discount the inflationary

pressures on the wage scale, continued technological progress, which is a generally accepted justification for wage improvement, puts universities in a very difficult position. Technological progress in the economy as a whole has been set at 3%-4% per year.

Not many universities have been able to achieve an improvement factor anywhere near that amount. Yet, can we continue to ignore the fact that we are not keeping up with the rate of improvement in efficiency in our society? Or to put it even more bluntly, can we continue to expect that our employees pay a good deal of the penalty for this in the form of lower wages? I often have heard the argument that while wages are low, universities are pleasant places to work. This might be true for the young lady who is looking for a husband or for the casual worker who is looking for a not too taxing job. Also, historically this might have been true to some extent, as insurance benefits and other so-called fringe benefits in universities some time ago were better than those in industry and commerce. However, in recent years, the contrary has become true, except in the case of faculty in some institutions where retirement, medical, and disability benefits have been greatly improved in the last few years.

We therefore have to accept that substantial improvements in direct and indirect wages will have to be made to catch up with the economy as a whole and to meet developments in the future, but where will the money come from? The traditional sources of funds for American private higher education have been through tuition and gifts. This is not the occasion to discuss what the tax structure has done to encourage, as well as discourage, gifts from individuals and

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businesses. I also feel that we should not go into great detail as to what the practical limits to tuition levels might be. Let us assume that through one method or another, we will manage to continue to receive gifts to assist us in our program and that tuition will continue its gradual upward climb.

Pressures For Utilization Of Funds

But let us look at what the pressures will be for the utilization of these funds. The population explosion, together with the discovery of wider horizons in the fields of learning, will require tremendous capital expenditures by the universities. All of us have to face this problem, and as yet, most privately supported institutions do not have the answers. What funds are not used for capital purposes will undoubtedly be claimed to finance the ever-expanding scope of teaching and research. The question here is merely how much can we afford to do, and whatever it is, it will undoubtedly be true that this will only be a small portion of what could and should be done. Of the dollars left for salary improvements after these claims, faculty salaries undoubtedly will receive prior claim. Certainly, this has been the case in the last few years, as evidenced by the fact that faculty salaries over the last five years have improved in most schools by between 35%-50%. Have staff salaries in these schools improved to that extent?

I submit that one of the most fertile areas of sources of funds for salary improvement lies in the improvements possible in the operation of the universities, and since, as previously stated, the labor factor is by far the largest single item of cost, personnel utilization is the number one factor to be considered in this challenge. Personnel management,

therefore, really is an important tool in meeting the challenge of the sixties.

What is Personnel Management, and how do we achieve it? Is it the maintenance of perfect records which give us the attendance of each employee, how often he has been late, etc.? Is it a neatly bound personnel policy rules book which gives all the answers in the traditional "thou shall not?" I think all of us will agree that the answer to these questions is a "no," but unfortunately, while we might agree that the answer is no, in too many personnel offices of colleges throughout the nation, personnel management is limited to these concepts.

Analysis Of Administrative Discipline

Personnel management in a university cannot be properly studied without analysis of administrative discipline in the organization. In other words, we cannot build a program on the basis of a strict line organization, with scientifically developed span of controls for each level of supervision, and then assume that this will work in a university with a low degree of administrative discipline, broad spans of control on most levels of administration, where supervisors of personnel are frequently unskilled in the technique of supervision and consider supervision, itself, only a secondary responsibility. The personnel officer or business officer might well say, all right, in order to achieve these levels of scientific personnel management, we have to have tight administrative discipline, scientifically developed spans of controls, etc. This, I believe, is overlooking the nature of the educational institution. We have to face the fact that an educational institution is merely an organization formed to enable scholars and teachers to do their jobs as effectively as possible. Shall

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we dismiss the scholar because he is not an administrator? I would regret if the reverse were made policy, as I would undoubtedly have to look for a new job. We have to accept the environment in which we work and in which education presumably flourishes, and this environment apparently is not a line organization. The challenge, therefore, of personnel management is not to make over the character of the organization it has to serve, but to serve the organization itself most effectively. This does not mean that we should ignore unnecessary inefficiencies. My whole concept of stewardship of funds is directly contrary to this. This means, however, that we have to accept wholeheartedly that education is the primary objective of colleges and universities, and, above all, that we have to put this philosophy into our whole concept of institutional relationships and administrative conduct.

Therefore, we have to accept that administrative discipline in a university is not strong and that the primary function and responsibility of most persons in a supervisory capacity is primarily that of teaching and research, rather than personnel supervision. Also, because of the highly decentralized method of operation, and because most personnel are rendering personal services relating closely to the work of the supervisor, there is frequently a very close personal working relationship between the supervisor and the employee under his control. Contrast the position of a research technician, custodian in a building, or a glass blower in a laboratory to the position of the person on the production line of fifty people. In order to have effective personnel administration, it has to be based on the principle that the point of implementation of policy is widely decentralized,

and that it has to be flexible in order to accommodate the varying conditions resulting from different requirements, working relationships, and personalities involved. Yet this flexibility must be granted and exercised only within the framework of a firmly established policy. Otherwise, a personnel program could not function for any length of time. I fully realize that this is a difficult balance to accomplish, and to go a step further, I feel that this balance probably could not be accomplished within the traditional concept of the personnel function, and the areas of historical primary interest to the personnel managers. I believe this concept requires a determination and selection of the important areas of control, realizing that because of the organizational structure, many of the less important areas will be administered in different areas with somewhat different interpretations.

Improve Educational Capabilities

Presumably this is heresy to many of the personnel administrators, and undoubtedly many of you in this hall will be in violent disagreement with me. However, I challenge you to develop an alternative to this proposal without altering materially the entire concept of organization which underlies American higher education. If this organization is to be changed, and I am not saying that it will not be changed or that it should not be changed, but if it is to be changed, it will have to be changed not for the sake of implementing personnel administration, but in order to improve our educational capabilities.

How can we achieve this balance between what is to be covered by policy and what should be uniformly adhered to, and what is left to a certain degree of

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flexibility of interpretation? I believe the answer lies essentially in two areas: first, establishment of appropriate policies, and second, education, training, and public relations.

I cannot tell you or suggest what policies we should establish for the proper personnel management, as it is the very essence of my thinking that the policies have to be tailor-made for each individual organization. However, I do feel that I can give a few guidelines as to what prerequisites have to exist so that a policy may be developed which will fit a given situation.

The personnel manager, responsible for developing and recommending personnel policy, must know the organization intimately. How many personnel managers actually do have this knowledge? How many spend most of their time in their offices, administering records, making sure that the policies regarding sick leave are strictly enforced, even though they know in their own hearts that in a good many cases a person on sick leave is reported by his department head as present, especially if he had about used up his sick leave? A good personnel manager has to be in the field. He has to know intimately the requirements of the various departments, the strength of administrative discipline in the organization, and based on this knowledge, develop personnel policies which will be pertinent in a given institution and which will be enforceable on a decentralized basis.

Enforceable Policies Enforced

In this connection, I believe that a basic principle of management is too often violated by personnel administrators, and that is that a policy on the book has to be enforceable and enforced. If it cannot be enforced, it should be re-

scinded. It is worse to have a policy on the books which is ignored, not only because it permits discrimination, but mainly because it undermines the very fiber of administrative relationships, not only in personnel management, but in the entire administrative pattern of organization. Ladies and gentlemen, this is a point which is of the utmost importance in the long run, yet one which is ignored and violated by weak administrators for short-term convenience and superficial self-satisfaction.

Once policy is established in this manner, the chances of success of the program are much better. However, success will not come automatically. The other most important function of the personnel manager is training, education, and public relations to and for every level in the organization. He has to train and educate everybody in the organization from the President on down, because only by constant training and communication can we achieve a semblance of consistent interpretation of policy by a wide variety of people. I want to emphasize again that in a decentralized organization, this is essential.

Therefore, in my concept, the personnel manager is not a combination of a legislator and policeman, but he is more an analyst and catalyst of requirements in the area of personnel management and an expert leader in the field.

I would be less than honest if I led you to believe that a man meeting my concept of a personnel manager is guaranteed success in an educational institution. I grant fully that he has to be given administrative support on the highest level in order to accomplish his task. I also admit that this administrative support is more important in the concept of personnel administration I developed

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than in the traditional inflexible approach to the problem.

Future Challenge Different

The challenge of the future for enlightened personnel managers in universities, I believe, is going to be quite different than the challenge of the past. In the past we looked at such functions as placement, wage and salary administration, fringe benefit administration, and testing as the core functions of the personnel manager. I believe in the not too distant future these functions will become the accepted routine responsibilities and will be executed as such. In a number of instances, this has proved true already. The challenges of the future will lie in new functions or functions which are presently only exercised in a very limited extent.

The knowledgeable personnel manager in the future should be looked at as the advisor to the administrative officers on methods and techniques of employee utilization in order to assure that we exploit each person's capabilities to the fullest. Only if this is accomplished will we be able to afford to pay competitive salaries and be able to utilize our human resources wisely. The personnel manager of the future will also have, as one of the most important functions, the training of personnel to develop such skills as will be required within the university and to improve each employee's status to the limit of that person's capabilities. Industry has done this for some time, but universities still are too frequently committed to promote from without and to hire the skilled technical workers from the outside. We have to change our thinking in planning for personnel requirements from a one-month lead to a one-year and longer lead.

There is one other point I would like to bring up and that is the responsibil-

ities of the personnel manager regarding faculty. I think all of you will agree that the selection of faculty is primarily the responsibility of the academic authorities. However, we all also agree that faculty members are fellow human beings and that a modern personnel manager is an expert in human relations, the only operating expert in that particular field who is employed by the university to execute the responsibility in the university in that area. Can we afford to deprive academic authorities of the benefits of the advice of such a person? Could the personnel manager not be of assistance to the academic authorities in advising them on personnel policies and administration on methods of recruitment? Are not the faculty members entitled to have the services of a man trained in human relations available to them? The answer to all these questions, of course, is "yes." Only prejudice prevents us from utilizing the expert personnel manager fully for all personnel in a university. I do not see any negation of this principle in the fact that the ultimate responsibility for selection of faculty members rests with academic authorities.

My discussions today have admittedly been general in nature. When I thought about the contents of my talk, I was tempted, at first, to impress and overwhelm you with statistics, but most of the statistics I could, or would, have used would have come from CUPA reports. Therefore, I chose to talk to you about principles and concepts, rather than detail. I do not expect you to agree with everything I have said. As a matter of fact, I admit some of it was controversial. However, I hope that I succeeded in stimulating your thinking on some of the points which have to be considered by the personnel manager if he wants to assist in meeting the challenge of the Sixties.

Effective Personnel Management As A Factor In Reducing Operating Costs

EARLE PHILLIPS, JR.

No one likes to have a finger pointed at him, followed by the demanding question, "How can you justify your existence?" But no organization, whether business or educational, can afford the luxury of paying salaries to the unproductive.

It is indeed a pleasure and an honor for me to be afforded an opportunity to be one of the speakers in the College and University Personnel Association's Fourteenth Annual Conference. It is always a pleasure to renew acquaintances. It has been, of course, a long time since I had a very active participation in your organization. Some of you may recall seeing me during the 1951 Conference. I believe that was the fifth one held, and Penn State was host. We on the staff of the personnel department at Penn State were insistent that we were going to run things on schedule; and, therefore, Duke Morris gave me an alarm clock to set off when a speaker's time limit was up. It proved to be very effective, and everyone cooperated completely, although there were certainly numerous jokes because of it. I also had the pleasure of working

with Dr. Fred Ford, who at that time was your vice president and was in the midst of completing the "Employees Practices in Colleges and Universities" survey, which, as I recall, was the second one that the Association had done. So you can see I have some rather fond memories of my association with CUPA.

I was indeed pleasantly surprised when your conference program chairman called me and asked if I would be receptive to being a speaker in this, the Fourteenth Annual Conference. It caught me somewhat by surprise, having been out of the Association for some nine years, and having had little contact in that period of time.

The invitation in some ways reminds me of a certain University of North Carolina professor. He found himself in somewhat of a dilemma when he received an invitation from a local post of the American Legion to make a Memorial Day address. The invitation read: "You are invited to be one of the speakers at our Memorial Day meeting. The program includes a talk by the Mayor, recitation

A talk presented to the Fourteenth Annual Conference, Carnegie Institute of Technology, August 10, 1960. Mr. Phillips, formerly with the Personnel Department of Pennsylvania State University, is now Manager, Administrative Services, Glass Division Research, Pittsburgh Plate Glass Company.

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of Lincoln's Gettysburg Address by a high school boy, your talk, and then the firing squad." End of quote, but I might add I'm happy to see no firing squad present.

However, as I said, the invitation was a pleasant surprise; and I am happy to offer whatever I can. Your chairman then proceeded to tell me they had picked a subject which appeared to me a most difficult one. After reviewing the program Shelton sent me, as you have it outlined, I couldn't help but feel that I could probably do a much better job if I had had the time to attend your complete Conference. A great majority of the topics that have been discussed here all enter into this picture of *"Effective Personnel Management As A Factor In Reducing Costs."* However, I hope that you will bear with me, and that I will be able to put it possibly in a little different light, so as to incite you to leave this Conference with a strong desire to do one whale of a bang-up job in this field of personnel administration. The challenges today are so great that I think not one of us here can possibly imagine all the changes that will come about in the field of personnel administration within the next decade.

Can YOU Justify Your Existence?

No one likes to have a finger pointed at him, followed by the demanding question, "How can *you* justify your existence?" or "What have *you* given to the world?" Short of a final judgment day, most individuals can ignore such questions when dealing with life as a whole. But when a man enters the business world, he must expect to have such questions levelled at him by his superiors and by his associates. A rather important function of business is to make a profit.

No organization, whether business or educational, can afford the luxury of paying salaries to the unproductive.

Many of us talk about cutting costs, but inertia keeps an effective cost reduction program from moving off the ground many times. Many times cost reduction problems are attacked with somewhat sporadic crash drives that do some good initially—and then they wither away from the lack of follow-up. Many times we cut our costs, and then when things get better and business picks up, and possibly, in some cases, the schools are given more money from the tax authorities, interest lags. Then the fat we have cut out tends to, or is allowed to, creep back in.

This afternoon the question is levelled at you of the personnel department: "Step forward and justify yourself!" What do *you* do to reduce cost? How do *you* raise productivity?

Reduce Cost—Raise Productivity

The personnel man cannot just shrug off the question by replying, "I deal in intangibles." Agreed that much of the day-to-day work of the personnel department appears somewhat intangible. Agreed that complex problems, such as morale, cannot be given an exact dollar value. However, there are many areas of personnel work that can be evaluated in a quantitative way. Let's look at employee selection. I can recall hearing or reading about a manufacturer, I think a glove manufacturer, located somewhere in the south, which employed some three hundred sewing machine operators. For many years the company had concentrated on hiring young, unmarried, high school graduates in order to get the nimble fingers attributed, supposedly, to youthful persons. A tremendous number of at-

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tempts were made to increase productivity without success. The industrial engineers were convinced that productivity should be higher as was evident from their information from competitors. The turnover rate for these girls was extremely high. Management then decided to establish a personnel department. The new personnel director made a survey and a study concerning a five-year work history on the sewing machine operators, and he came up with some rather startling statistics and facts. These indicated that the company should have been hiring married women in the age bracket of the early to late thirties, with children, and not necessarily requiring a high school diploma. The personnel man convinced management, even though there was some trepidation on their part, that they ought to select future operators on the basis of these findings. The result: the following year productivity increased something like 15% to 20%, and the turnover dropped to a very respectable 20%. I think you can all recognize very readily that the vice president of production was very quickly able to sharpen his pencil and come up with a figure as to what had been saved insofar as the cost of hiring, training, and paying the sewing machine operators. They quickly recognized that the saving would more than pay for the operation of the personnel department for that year.

Let me make a few comments which I think will ring a little bit closer to our own experience. I am sure that over the course of the years many of you in your college and university work have observed employees who were quite inefficient in their jobs—not that you made a thorough study of it—it was obvious in so many cases that a study wasn't necessary. We in industry can cite cases such

as that—where we have had a person working for us for a good many months, even years, where it has been evident time and again that the person is just not suited for the job—evidence of very little interest in the company, or the school. This certainly is not too difficult to put down in dollars and cents. We have a tremendous expenditure involved in recruiting, hiring, and training, not to mention their salaries, fringe benefit costs, social security, and Federal and State employment taxes that we pay to keep a person on the payroll! The amounts are really great. Yet we all know as personnel men that we have a most difficult time convincing top management, as well as line management, that we ought to grab the bull by the horns and correct the situation. There is no question in my mind that this area of personnel is one of the toughest selling jobs that exists. This business of employee selection carries much further than the initial hiring; it goes hand in hand with the progress of the individual after he is once placed on the payroll.

I can recall the case of having to let a gentleman go from our laboratory who had been with the company 14 years. It was very much established that he had been quite unproductive during the course of many of these years. Some of this unproductivity is due in part, I am sure, to the supervision received; but some of it also was due to the job assignment. The employee had the feeling that he could accomplish more than he was academically trained to accomplish. Could we all just stop a minute and figure out quite easily that, for the sake of argument, the average cost of the company over the course of these 14 years was \$400 per month. You can readily see that we have better than \$50,000 or \$60,000 wrapped

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up in this individual, and in this figure we haven't even started to think of the cost of equipment and materials he might have used during the course of his work and the costs of projects that failed.

Today, I think we all stand accountable for the productivity of people, whether it be in the academic field, whether it be in research organizations, or whether it be in manufacturing itself. We are no more exempt from justifying our existence than the fellow on the production line. In this day and age where costs are continually mounting, where competition is keen, where good skilled people are hard to find, the challenges are very great for us to do a tremendously good job in the field of personnel to assist top management in the over-all reduction of costs. We need to promote success and to prevent failures—which is as fine a challenge as you can find in any vocation.

Training Can Help

Another example is in the field of training. This area is wide open and certainly has been exploited more in the last ten years than it was ever before. Clerks and stenographers can be trained how to answer the phone, handle communications, how to organize their work to save time and be much more efficient. The end result certainly is a saving. In this area there is certainly the opportunity not only to train the clerks, typists, and stenographers, but also to train the people who avail themselves of these services how better to organize *their* work and to convince management it is not necessary to have a stenographer for every professor or research scientist. Their ability to keep clerical people busy all the time is very poor and poses a burden. The end result is that clerical personnel

are less efficient, less productive, and in many cases, unhappy in the job. Therefore, I am firmly convinced that central stenographic pools are more efficient than the use of individual secretaries or stenographers.

Testing As A Cost-Saver

And now I would like to discuss testing as a cost saving factor. The warning is sounded, however, that psychological factors which are effective in one organization may prove inadequate in another. Each organization must run its own experiments for psychological tools and must not lean too heavily on outside group norms or on some other company's experience.

A steel company made a study at the plant level on the extent of turnover among production and maintenance employees. Turnover was found to be very high and to be costing the company considerable money. It appeared that better pre-employment screening might eliminate persons who were most likely to become turnover cases.

At this point, the company might have installed an extensive series of tests with the thought that this would eliminate the high turnover worker. However, it was fortunately recognized that psychological techniques are sometimes chosen on faith—on the shaky principle that because they are used so frequently in other organizations they *must* be good and are *bound* to work anywhere.

First, the company attempted to relate emotional stability and turnover by means of a temperament test. Secondly, a mechanical aptitude test was used to determine which applicants would most likely remain in steel mill occupations. Third, a patterned interview was set up to screen out turnover prone workers. Finally, a

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positive correlation was thought to exist between turnover and age, marital status, and the number of dependents.

These four instruments were applied over a three-month period to all new applicants, but hiring was done without regard to the results. A later examination of turnover rates among the examined applicants brought these results:

1. The temperament test and the variables of age, marital status, and the number of dependents were of *no value* in predicting possible turnover.

2. The mechanical aptitude test and the patterned interview *were* of value in predicting possible turnover.

It was further found that the patterned interview, combined with the mechanical aptitude test, was no greater aid to reduction of turnover than either of the two devices used separately. They appeared merely to complement each other.

The next step the personnel department planned to take was to measure whether high test scores could also mean high job performance as well as low turnover.

I gave you this rather lengthy example so that you could appreciate more fully the efforts often involved for a personnel department when it attempts to reduce the company's operating costs.

We have looked now at several situations where monetary savings can be demonstrated by the personnel department—the areas of salary administration, turnover, selection of employees, including interviewing and testing, training, communications, and performance reviews. There are numerous other areas where quantitative examples can be found that can be translated into cost reductions: absenteeism, standardized job descriptions which can be developed into a salary and wage structure, a standard-

ized organizational structure among divisions and departments, and all the ramifications of a safety program.

While attempting to justify a personnel program, it is usual for management to look for proofs of personnel's cost savings only in the current financial figures. They ask, "How can our personnel department contribute to this year's profit?" However, there is good logic behind the argument that states that management should instead be asking, "How can our personnel department contribute to stability and growth?" This approach considers the long-run cost reduction, rather than the more familiar short-run. The value of supervisory and management development programs will certainly be returned to the company only in the long-run. The difference between good and poor communications may take several years to show up in a financial saving.

The unions are trying very hard to organize the large number of workers in the offices and the white collar positions—both technical and non-technical. We all know how expensive it will be to handle grievances and arbitration and to be shut down by a workers' strike. And yet management's support of the personnel department's program to improve salary structure, communications, training, and morale might well have prevented a problem before it occurred. This is then a function of personnel that only can be evaluated in a negative sense; that is, the cost to the company of a union because a personnel department was not allowed to engage in programs it could not justify in the short-run.

Acting Versus Reacting

So much for the short-run, long-run factor. Let us look at what I choose to

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call, in the personnel field, the concept of *acting* versus *reacting*, a function the personnel manager should be performing. By this is meant that action by the personnel department should be taken long before line supervision brings forth problems.

In its efforts to justify its function as contributors to cost reduction, the personnel department must constantly be on the alert for new techniques to apply in problem areas to meet changing conditions. Personnel should never be satisfied with performing only those functions for which someone in the line management has requested help. Rather, on its own initiative, personnel should seek out, recognize, and offer solutions to the many human problem areas throughout an organization—problem areas of which the line management might not even be aware. The goal of a personnel department should be to *act* on human problem areas, rather than to *react*.

I know that I have had considerable examples in carrying out my day-to-day function as a staff manager. Sitting down and talking with the line managers and discussing the problems of the various technical, professional, and non-professional people we have on our staff, how they are being used, how happy they are in carrying out their jobs. This all, of course, reflects on the productivity of their department, and in research we find it most difficult to measure in dollars and cents the value of our efforts. We must, therefore, rely more on the expectation that people *are* making every effort to improve the processes and come up with new ideas and products. If we have a professional man staying with us three or four years, only to find out he has been unproductive in the sense that he has come up with absolutely nothing, a

good part of the blame could be placed on the fact that we have not found out what motivates that man, what gives him the challenge. The assignments we give him from time to time may be of such a nature that they don't whet his appetite and incite him to new highs, to really get all enthused and wrapped up in a particular project. This, of course, cannot be measured in dollars and cents; but in the final analysis, money has been spent which should not have been.

Personal Communications

One of the old axioms of business states that a good manager should keep in close contact with his men—he should know them by name—he should deal with their problems before their problems adversely affect his statement of earnings. In today's business world of large, complex organizations, managers, willingly or unwillingly, quite often lose the close contact with their men. As levels of supervision multiply, person-to-person contact diminishes. Real communications tend to disappear. It is in this area that personnel can be of much service to its organization. By spending a good portion of its time in the "field" so to speak—on the plant floor talking to workers and in the office pools talking to clerks, and certainly in the individual offices of the line managers—by spending this time, personnel can well be saving money.

Personnel can become the much-needed link between the manager and his men at all levels of the organization. The ability to talk with people, from the president to the janitor, presents to personnel the opportunity to view both sides of many situations and to recognize potential, as well as real, trouble areas. Personnel should then take it upon themselves, rather than wait to be asked, to

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speed needed communications up and down the line and to identify troubled areas for the various levels of management.

Examination Of Reports

Another way in which personnel departments can take the initiative in cost reduction is to examine records and reports with regularity. Problem areas which are difficult to recognize in the short-run may be very evident when statistical data is reviewed over a period of time. Problems of absenteeism, turnover, safety, and inequitable salary structure between departments can often only be recognized by collecting studies without waiting for the line management to suggest them. A suggestion may never be made, and the personnel department, by its apathy, could miss many areas of cost savings.

A third way for the personnel department to assume the initiative lies in the taking of surveys and in analyzing their results. Much useful information can be derived from surveys that is difficult to obtain in any other manner. Great numbers of people can be contacted at a small cost, and many people speak more freely when their answers can remain anonymous. One caution must be mentioned when dealing with surveys, however; once a survey has been taken, management must be willing to act on results. If management will not agree, prior to the survey, to act on the results, whatever they might be, the survey may only serve to stir up dormant troubles in major problem areas.

I have attempted to put across during the course of my talk, three concepts.

1. *Acting versus reacting.* This certainly, in my estimation, is by far the most important. This personnel game is

as big and as difficult as any selling job I know of. Personnel has gone a long way since the middle and latter part of 1940. Today we see personnel executives moving right up the ladder to the positions of president and chairman of the board of some of our largest corporations. Certainly this, in itself, is indicative of the fact that there is a job to be done—a job which can very definitely influence the profit picture of any corporation.

Another concept I have tried to put across is:

2. *The short-run versus the long-run.* Many times the short-run program will not give forth with results which are immediately measurable, whether in dollars and cents or in apparent dollars and cents; thus, sometimes management becomes discouraged and refuses to go along with a personnel program. Whereas if we can point out, on a long range basis, the end results, they speak very clearly.

The third concept that I have is:

3. *Tangible versus intangible results.* Again, it sounds like I am playing the same old harp, but the fact remains that a tremendous amount of the results obtained in the personnel field are not readily recognizable. They are there nevertheless.

In closing I am reminded of the story where management had been forced to rehire a former employee who had been retired on an early pension as a result of a cost reduction program. He had been a mechanic, trained in the school of hard knocks. Now he was living in some remote area of Alaska.

Management was about to announce to the waiting world some revolutionary, new, huge, mechanical marvel. Several days prior to the grand opening before

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many important dignitaries of state, management discovered their giant contraption would not operate. To their horror, they learned that the old mechanic, whom they had tossed to the wolves, was the only man who knew the intricacies of this machine.

So, with no expense spared, top-level executives sped to inner Alaska, located the old mechanic, and begged him to return. They agreed to pay him whatever he thought he was worth.

In triumph the executives returned to the company. The old mechanic, with his box of tools, slowly entered into the interior of the huge contraption. All was silence for about 15 minutes. Then the

unmistakable bang of one hammer stroke rang out. That was all. The old mechanic climbed back out of the machine and went home. A week later the accounting department of this large corporation received a bill from the mechanic for \$5,000. In alarm they suggested that there must have been some mistake; would he please be so kind as to itemize his expenses.

The return mail brought the following reply:

For labor performed	\$ 1.00
For knowing where	
to hammer	4,999.00
Total bill	\$5,000.00

A Comparison of 1959-1960 Salaries Of Selected College And University Administrators And Faculty

LOUIS A. D'AMICO

How do the salaries of nonacademic college and university administrators compare with those of academic administrators? With salaries of full-time deans and faculty? With salaries of other administrators and faculty groups?

Data on salaries, tuition and fees, and room and board charges for 1959-1960 were supplied to the U.S. Office of Education by 1,018 universities and four-year colleges. These data appear in the annual publication, *"Higher Education Planning and Management Data, 1959-1960"*. Since the purpose of this publication is to provide administrators and others interested in the status of higher education with normative statistics useful in budget making, and because the distribution of this publication was limited, it was felt that a more detailed analysis of 1959-1960 salary data would be of interest to particular groups in universities and four-year colleges.

Specifically, this report is concerned with the following questions: (1) How do the salaries of nonacademic college

and university administrators compare with those of academic administrators? (2) How do they compare with salaries of full-time academic deans and faculty? (3) And in particular, how do the salaries of directors of nonacademic personnel compare with the salaries of other administrators and faculty groups?

In order to provide answers to the questions listed above, the average salaries of 13 nonacademic administrator positions, 11 academic administrator positions, and of academic deans and faculty, all on 11-12 month contracts, were analyzed (see Tables for group classification). To determine the extent of salary differences between large and small institutions, the approximate national enrollment averages of public and private institutions were used as the points of division in the large-small classification. For public institutions, those with 2,500 or more students were classified as large and those with less than 2,500 students as small. For private institutions, those

A report to the Fourteenth Annual Conference, Carnegie Institute of Technology, August 9, 1960. Dr. D'Amico serves as Specialist, College and University Business Administration, Division of Higher Education, U.S. Office of Education.

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with 1,000 or more students were classified as large and those with less than 1,000 students as small. It should be mentioned that whereas the salaries of the administrator groups are based on the individual salaries for administrators in each of the 24 administrator positions, the salaries of full-time faculty represent the institutional average salary of each of the faculty ranks.

An analysis of Tables 1 through 4 (See pages 17-20.) reveals the following:

1. In comparison with the average salaries of academic administrators, the average salaries of nonacademic administrators were \$2,494 lower in public institutions and \$1,448 lower in private institutions. In small institutions, nonacademic average salaries were \$2,412 lower in public and \$1,438 lower in private institutions. In large institutions, nonacademic administrator salaries were \$2,733 lower in public and \$1,639 lower in private institutions.

2. The average salaries of nonacademic administrators were \$762 lower than the institutional average salaries of the academic deans and faculty group in public, and \$627 lower in private institutions. By size, in small institutions nonacademic administrator salaries were lower by \$1,773 in public and \$990 in private institutions, and in large institutions, nonacademic administrator salaries were lower by \$195 in public and \$249 in private institutions.

3. A comparison of the average salaries of nonacademic personnel directors with those of (a) other nonacademic administrators, (b) academic administrators, and (c) academic deans and faculty on 11-12 month contracts showed the following:

- (a) The salaries of nonacademic per-

sonnel directors were higher than the average of the nonacademic administrator group by \$504 in public and \$956 in private institutions. Whereas in large public institutions the average salary of directors of nonacademic personnel was \$473 lower than the average of the total group; in large private institutions, directors of nonacademic personnel received an average salary that was \$200 higher than the average of the group. No salary data were reported for directors of nonacademic personnel in small public institutions, but directors of nonacademic personnel in small private institutions received a salary that was \$557 higher than the average of the group. Of the 13 nonacademic administrator positions, salary-wise, directors of nonacademic personnel ranked fifth in public and fourth in private institutions.

- (b) Nonacademic personnel director salaries were \$1,990 lower than the average of academic administrator positions in public institutions and \$492 lower than the average of academic administrators in private institutions. In private institutions, directors of nonacademic personnel received \$1,439 lower salaries than those in large institutions and \$881 lower than those in small institutions. In large public institutions, nonacademic personnel directors received an average salary that was \$3,206 lower than the average of academic administrators. In comparison with average salaries of individual academic administrator positions, nonacademic personnel directors in public institutions received higher average salaries than registrars and deans of women, and those in private institutions received higher average salaries than directors of library, directors of admissions,

(Continued on Page 32)

Table 1.

Average 1959-1960 Salaries of Nonacademic Administrators in Universities
and Four-Year Colleges by Institutional Control and Size

Position Title	PUBLIC INSTITUTIONS						PRIVATE INSTITUTIONS					
	Total			Number of Students			Total			Number of Students		
	No.	Average salary	Below 2,500	Average salary	2,500 & over	Average salary	No.	Average salary	Below 1,000	Average salary	1,000 & over	Average salary
Director of Nonacademic Personnel	57	\$ 8,540	...	...	...	57	\$ 8,540	...	12	\$ 6,289	43	\$ 8,341
Director of Development	32	11,652	...	...	...	32	11,652	...	253	9,623	121	8,108
Director of Planning	41	11,506	...	...	...	41	11,506	...	30	11,150	...	...
Director of Public Relations	143	8,880	55	\$7,562	88	9,705	346	7,032	184	6,065	162	8,130
Alumni Secretary	111	8,085	19	5,950	92	8,526	274	6,373	125	5,194	149	7,362
Chief Business Officer	277	10,460	130	8,371	147	12,307	460	8,852	286	7,319	174	11,379
Chief Accounting Officer	216	7,943	84	5,928	132	9,225	335	6,519	169	5,122	166	7,942
Purchasing Agent	124	7,581	21	5,730	103	7,958	145	6,914	39	5,152	106	7,562
Superintendent of Buildings and Grounds	273	7,471	132	6,134	141	8,724	459	5,975	285	5,120	174	7,374
Director of Student Union	134	7,433	41	5,078	93	8,471	58	6,218	14	5,430	44	6,468
Manager of Residence Halls	131	7,222	37	5,699	94	7,821	107	5,746	42	4,209	65	6,739
Director of Food Services	187	6,628	86	5,318	101	7,742	227	5,890	113	4,645	114	7,123
Bookstore Manager	180	5,797	67	4,073	113	6,820	269	4,613	118	3,604	151	5,402
Total	1,906	8,036	672	6,242	1,234	9,013	3,018	6,937	1,508	5,732	1,510	8,141

Table 2.

Average 1959-1960 Salaries of Academic Administrators in Universities
and Four-Year Colleges by Institutional Control and Size

Position Title	PUBLIC INSTITUTIONS						PRIVATE INSTITUTIONS					
	Total			Number of Students			Total			Number of Students		
	No.	Average salary	Below 2,500	Average salary	2,500 & over	Average salary	No.	Average salary	Below 1,000	Average salary	1,000 & over	Average salary
President	305	\$15,906	154	\$13,052	151	\$18,817	491	\$13,590	331	\$11,345	160	\$18,236
Executive Dean	110	14,596	13	10,950	97	15,085	101	12,719	32	9,820	69	14,063
Director of Research	33	12,093	6	8,020	27	12,999	17	8,078	12	6,578	5	11,680
Director of Library	259	8,725	122	7,080	137	10,191	400	6,632	220	5,520	180	7,992
Director of Admissions	154	9,034	50	8,118	104	9,474	325	7,016	168	6,073	157	8,025
Registrar	205	7,991	101	6,983	104	8,970	426	5,905	253	5,069	173	7,129
Director of Student Personnel Services	192	10,359	79	8,933	113	11,356	214	7,835	103	6,482	111	9,089
Dean of Men	139	8,748	45	7,392	94	9,397	148	7,049	63	5,868	85	7,925
Dean of Women	198	8,027	79	7,068	119	8,664	192	6,033	79	5,178	113	6,630
Administrative Assistant to President	114	10,700	32	8,929	82	11,391	161	8,462	86	7,237	75	9,867
Director of Student Health	147	9,418	49	5,291	98	11,480	102	8,083	30	4,637	72	9,519
Total	1,856	10,530	730	8,654	1,126	11,746	2,577	8,385	1,377	7,170	1,200	9,780

A COMPARISON OF 1959-1960 SALARIES

Table 3.

Institutional 11-12 Month Average 1959-1960 Salaries of Academic Deans and Faculty in Universities and Four-Year Colleges by Institutional Control and Size

Faculty Rank	PUBLIC INSTITUTIONS						PRIVATE INSTITUTIONS					
	Total			Number of Students			Total			Number of Students		
	No.	Average salary		No.	Average salary		No.	Average salary		No.	Average salary	
		Below 2,500	2,500 & over		Below 1,000	1,000 & over						
Deans	249	\$11,514	108	\$9,804	141	\$12,283	330	\$8,939	189	\$7,824	141	\$10,433
Professors	148	9,526	47	8,070	101	10,203	128	8,480	58	7,098	70	9,625
Associate Professors	148	7,874	46	7,089	102	8,229	109	6,761	46	5,768	63	7,486
Assistant Professors	146	6,853	43	6,374	103	7,054	119	5,811	52	5,138	67	6,333
Instructors	119	5,748	34	5,588	85	5,812	106	4,975	47	4,511	59	5,345
Total	810	8,798	278	8,015	532	9,208	792	7,564	392	6,722	400	8,390

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Table 4.

Rank Order Comparisons Between Average Salaries of Directors of Nonacademic Personnel and (A) Nonacademic Administrators, (B) Academic Administrators, and (C) Academic Faculty

Position Title	Average Salary Rank	
	Public Institutions	Private Institutions
A. Nonacademic Administrators		
Director of Development	1 (32)	2 (253)
Director of Planning	2 (41)	1 (30)
Chief Business Officer	3 (277)	3 (460)
Director of Public Relations	4 (143)	5 (346)
Director of Nonacademic Personnel	5 (57)	4 (55)
Alumni Secretary	6 (111)	8 (274)
Chief Accounting Officer	7 (216)	7 (335)
Purchasing Agent	8 (124)	6 (145)
Superintendent of Buildings and Grounds	9 (273)	10 (459)
Director of Student Union	10 (134)	9 (58)
Manager of Residence Halls	11 (131)	12 (107)
Director of Food Services	12 (187)	11 (227)
Bookstore Manager	13 (180)	13 (269)
B. Academic Administrators		
President	1 (305)	1 (491)
Executive Dean	2 (110)	2 (101)
Director of Research	3 (33)	5 (17)
Administrative Assistant to President	4 (114)	3 (161)
Director of Student Personnel Services	5 (192)	7 (214)
Director of Student Health	6 (147)	4 (102)
Director of Admissions	7 (154)	9 (325)
Dean of Men	8 (139)	8 (148)
Director of Library	9 (259)	10 (400)
Director of Nonacademic Personnel	10 (57)	6 (55)
Dean of Women	11 (198)	11 (192)
Registrar	12 (205)	12 (426)
C. Academic Faculty		
Academic Dean	1 (249)	1 (330)
Professor	2 (148)	2 (128)
Director of Nonacademic Personnel	3 (57)	3 (55)
Associate Professor	4 (148)	4 (109)
Assistant Professor	5 (146)	5 (119)
Instructor	6 (119)	6 (106)

(Numbers in parentheses refer to number of institutions that reported salaries for positions.)

The Personnel Office And The Development Program

THOMAS H. LINDSAY

FRED S. VORSANGER

Personnel Directors will be called upon more and more to take an active interest in development programs—a current part of the administrative machinery of colleges and universities.

MR. LINDSAY:

I wonder if it wouldn't be a good idea at the outset of our panel discussion on "The Personnel Office and the Development Program," to stop for a moment and reflect on just what is a Development Program? It is a fact that all of you in varying degrees are already engaged in this work of Development; so, as members of the fraternity, so to speak, I would guess you want a minimum of philosophy.

May we begin, then, by agreeing on the objective of any Development Program? Stated simply: "The objective of the Development Program is to increase

the resources of the institution it serves."

If I have learned one thing about this Development business, it is that there are no pat formulas that are universally adaptable in this work. We're all learning every day—we all adapt techniques we hear about, but never of course stifle our own imagination about what is good for our own institution.

Let me give you my personal definition of a Development Program.

"It is constantly concerned with the organized, long-range interpretation and communication of all that is good about the college so that the greatest numbers of its natural constituencies will be moved to place the college foremost among their concerns at all times;

2. It is engaged unceasingly in devising ways and means of capitalizing on this interest generated among its constituencies; and

3. It is alert to all of the forces that might affect the operation and reputation of the college in one way or another, and it communicates these matters to the proper persons within the college.

A panel discussion on the topic of development programs presented at the Fourteenth Annual Conference of the Association, Carnegie Institute of Technology, August 9, 1960.

Mr. Lindsay, a graduate of the University of Pittsburgh, has been in development work for over 20 years. He is currently holding the position of Director of Development, Carnegie Institute of Technology, and is engaged in directing their 29-million dollar, ten-year program.

Mr. Vorsanger is Business Manager of the American Council on Education.

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In order to implement this view of a Development Program, I believe that the Development Office should be headed by a person with rank equal to other second-echelon officers—that is, after the President. Preferably, his title should be such as to reflect this ranking—and his acceptance and visibility within the college should be in keeping with the title given him.

Organization Of Internal Affairs

At this point, I must point out that any Development Program that hopes to have any chance of success must begin with organization of its *internal affairs*. There must be unanimity within the family; we can project to the public—"sell," if you will—only what our college really is—not what somebody says it is, or thinks it is.

What, then, are the elements that must be taken into account in assuring that our *internal affairs* are in order?

Let me list them:

1. Agreement by faculty, administration, and trustees on the purposes and philosophy of the college;
2. Agreement by this same group on the goals and timetable of the Development Program;
3. Complete agreement by the administration, the trustees, and the development staff on the *plan* for acquiring the resources—including *budget*;
4. Full understanding by the faculty, particularly, of the nature of a Development Office—the personnel needed—the functions to be performed;
5. Full and complete understanding by the Development staff of the part each will play in the program;
6. The organization of all records and procedures before a Program is started;
7. The establishment of adequate and

easy internal communications so that all may be kept aware of the progress of the Program.

Now, how do these generalities translate themselves into specifics? Well, let me try to give you some examples. In my view of a College Development Program, the person for Development, regardless of title, would be solely responsible for at least the following:

1. Public Relations Department
2. Industrial Liaison Office
3. Placement Office
4. Student Recruitment (but not admissions)
5. Development or Funds Office

These, then, are the *five* divisions or departments, if you will, that go to make up the over-all Development Program as I see it, and as we have set it up at Carnegie Tech.

Development Program Jobs

I am deliberately avoiding job classification within these divisions, because all of you have had experience in filling these jobs all too often! I am sure Shelton King, our personnel officer at Carnegie Tech, will agree with me that many of these jobs are unique, to say the least. I remember going to him early in our program and asking for a "records clerk." His natural question was, "What will she do?" My obvious answer was—"Keep records." I don't know yet where he found her—but he did—and she is a good one too—still on my staff, as a matter of fact. Another request was for a creative writer; another for a "wills and bequests" man; another for "foundation relations" and so on down the line.

Those of you having Development Programs on your campus have received many similar requests, I am sure. Those of you, whose institution is about to

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enter into a Development Program, have my deepest sympathy.

I would like to digress here for a moment. Most Development Programs today are long range by nature. Depending upon the total dollar goal they are usually for five, ten, or twenty years, but regardless of years, or dollar totals, they are usually completed in two separate and distinct phases. The initial phase is the "crash" type campaign at the beginning of a Development Program. This would be about three years against a ten-year program but can vary, of course. The second phase is the "long haul," as we call it, and is usually of the low pressure variety and stresses annual giving from our many resources.

It is during this first "crash" phase that you people in personnel are called upon for the unusual. It is pretty difficult for those of us in development work to even describe the type of work to be done, so I am both sympathetic toward, and grateful to, personnel officers. As an example: what kind of a man would we look for to fill the industrial liaison slot mentioned before? Or the public occasions officer? Or the foundation relations man? Or the publications director? community relations director? or for the Development Director, himself? Of course, the staff assistants and the secretarial and clerical help that accompany these jobs are already too well known by all of you for me to enlarge upon. As one college president recently said, "I'm sick and tired of being referred to as the shepherd of my flock—and my Development Director as the "crook on my staff!"

It might interest you to know that ACPRA is just now completing a two-year study to determine job qualifications for Development Directors, and this information will be available to your in-

stitutions soon. I feel certain it will be most helpful to you.

Importance Of Fund Raising

I have often been accused of having dollar signs in my eyes, because I'm so deeply involved at present in trying to raise \$29 million dollars for Carnegie Tech. Even so, I cannot stress too strongly the importance of fund raising. A half century ago Henry Adams wrote, "The whole problem of education is one of its cost in money". It is, still, the chief problem today. Chancellor Kimpton, formerly of Chicago, said, "While the possession of extensive funds and resources does not insure the greatness of an educational institution, it is a fact that there are few great institutions of learning which are not rich ones."

Various solutions to the problem have been tried during the more than three centuries of higher education in the United States. None have been found that spare the institutions' responsible officers from constantly seeking more financial support. Money raising can no longer be left to the loaded-with-duties college president, nor can the problem be solved by occasional emergency treatment. The need for adequate financial support is a permanent problem of higher education that can be dealt with only on a continuous basis. Hence, what today are commonly-known as educational "Development Programs" have become an inevitable part of the administrative machinery of all leading colleges and universities.

MR. VORSANGER:

Before I get into the main topic of this session I thought it would be informative to you if I could take a few minutes and

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discuss with you the American Council on Education. In fact it would be poor development and public relations on my part if I didn't advertise a little in front of this captive audience.

American Council On Education

The American Council on Education is a *council* of national educational associations; organizations having related interests; approved universities, colleges, teachers colleges, junior colleges, technological schools and selected private secondary schools; state departments of education, city school systems and private school systems; selected educational departments of business and industrial companies; voluntary associations of higher education in the states; and large public libraries.

The membership as of July 1, 1960, was 1,199 consisting of 141 national and regional associations, and 1,058 educational institutions. Today, as in the beginning, *membership in the Council is by organization or institution, not by individual.*

The Council, whose president is Arthur S. Adams, operates through its permanent staff and through commissions and committees established to perform specific services. The Council has 29 commissions and committees currently operating in various fields. Outstanding leaders in education, in related fields, and in public life serve on Council committees and take an active part in educational conferences and studies.

Since its founding in 1918, the Council has been a center of cooperation and coordination for the improvement of education at all levels, with particular emphasis on higher education. Its very existence, its functions as set forth in its constitution, its membership, and its activ-

ities reflect the peculiar genius of the American educational system—a system without national control, comprising a large number of autonomous units working together for the establishment and improvement of educational standards, policies, and procedures.

More specifically, the Council has been a clearinghouse for the exchange of information and opinion; it has conducted many inquiries and investigations into educational problems—for example, its current survey of dentistry—and has sought to enlist appropriate agencies for the solution of such problems; it has stimulated experimental activities by institutions and groups of institutions; it has kept in constant touch with pending legislation affecting educational matters; it has pioneered in methodology that has become standard practice on a national basis—its publications on college and university business administration are representative achievements; it has acted as liaison agency between the educational institutions of the country and the Federal Government and has undertaken many significant projects at the request of the Army, Navy, and State Departments and other government agencies; and through its publications it has made available to educators and the general public widely used handbooks, informational reports, and many volumes of critical analysis of social and educational problems. To give you some idea of the Council's business scope, you should know that the Council has approximately 160 employees, a large publications department, and an annual operating budget of almost three million dollars.

Need For Development Program

Let me now discuss the first part of my subject, namely the need for a "develop-

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ment" program. This, in itself, is certainly a challenge. I say this because I have spent many hours researching for material on this subject, and it is as difficult to find as the meaning of the word, development. For example, many university officials look at the development program as that plan which projects and informs the trustees, faculty, and other influential individuals of the location of the future physical facilities for the institution. However, I speak of it today in terms, which I feel have been clearly defined, by Ernest T. Stewart, Jr., Executive Secretary of the American Alumni Council. He states, and I quote, that, "development is the promotion of educational philanthropy. It is an intelligent, consistent, carefully planned program of long range support for an institution. It is a sales organization, in the best sense of the term. It is a continuing process of making an informed and effective appeal combined with a systematic and appreciative follow-up. A development program is concerned with all types of gifts from all possible donors." This definition does not, of course, exclude planning for the future of the institution.

The development program is becoming an integral part of the funding structure in higher education. In 1900, only three institutions had development programs. Today, there are over 700 institutions actively engaged in seeking funds through a formal development organization. This, then, leads us to the main topic: What is the need or purpose of a development program, and why has it become so popular, and in my opinion, essential, to an institution's future resources?

Financial Needs Of Institution

Number one, the development program, has as its basic purpose the study

and solution of the present and future financial needs of the institution. It directs the proper university officials to study the present sources and uses of income and to project the future needs of the institution and to identify the sources of income from which these needs can be met. I also believe that a campus development program forces the administration and faculty to put in writing the purposes and objectives of the institution. I would be surprised if there are many institution employees who could state their institutions' purposes and objectives. This is essential, for one cannot expect a donor to contribute if the recipient cannot clearly state the purpose and objective of his request. I wonder, also, how many times in the past, it took a professional fund-raising organization to point out, through a development program approach, the fundamental purpose and objective of the college and university involved.

Convincing Sales Program

The second step of the development program is to draw up a convincing sales program embodying the purposes and objectives as mentioned in step one. In drawing up the sales program, the entire institution staff must be made aware of the problems and the plans ahead. I think it is here that the Personnel Officer can excel in his cooperation and coordination with the various campus offices.

It should be remembered that, although institutions of higher education are similar in general function, they have distinct differences. Many individuals call this the personality of the institution, while others call it its peculiarities. Nevertheless, a good development program in its salesmanship of the institution will point out its different person-

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ality and/or peculiarities and sell this item, because it is this that makes it different from other citadels of higher learning.

Sources And Ideas

The third element in the development program is to find the sources of financing and ideas on how to reach those sources. I think it is safe to say that the sources of financing that a development program for a private institution is basically interested in are the alumni, foundations, private corporations, and particularly interested individuals, such as parents. Necessary funds from these groups emphasize another reason why development programs are most important. Seymour Harris predicts that within the next ten years we can expect that the dollar amount of tuition income will increase, that the proportion of income from endowment and gifts, as well as from Government, will fall, while the dollar income from philanthropy will more than double. It is clear that an institution must have a sound and saleable development program to obtain its share of the philanthropic dollar available.

Outside Contacts

Lastly, the development program directly encourages university officials to make outside contacts and to maintain these contacts. This sounds elementary and perhaps a little out of date. However, the institutions that have been the most successful in this area of development are those who have actually "beat the bushes." The program's success is dependent on the selling job of individuals working in the field.

Quickly, in summary, let me restate the four points in connection with the development program. They are (1) self-

analysis and long-range planning, (2) a good institutional sales program with an informed staff, (3) definition of the sources of money and how they are to be reached, and (4) encouragement of outside contacts and maintaining these contacts.

Friend Raising

Let me now discuss the second part of my subject, that of the need for public relations or friend raising. I want to discuss this with particular reference to the personnel director. As I mentioned earlier, it is here that the Personnel Office must certainly carry its load. Speaking of public relations, I am reminded of the views presented by an anonymous writer concerning the personnel director. It seems that everybody sees the personnel director in a wrong light. For example, if he is usually in the office, he should get out more often; if he is at home nights, he is neglecting outside contacts. If he talks on a subject, he is trying to run things. If he agrees with you, he lacks originality or conviction. If he doesn't agree with you, he is ignorant. If he appears cordial, he is playing politics. If he is on the job a short time, he lacks experience. If he has been on the job a long time, he is in a rut; and finally, if he takes a vacation, he's been on one all year. So you see you do need public relations.

Role Of Personnel Office

Seriously, we must remember that most of our institutions have more clerical and service staff than academic employees. The first contact a prospective employee has on the campus is with the Personnel Office. It is at this point that the Personnel Office can do a real public relations job for the institution. First, the

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initial contact must be a pleasant one. Your office should be so arranged that the job seeker enjoys the surroundings and is properly taken care of. I further feel that in most cases, if there are no openings, the professional staff should also discuss this with the job seeker. It is obvious that everyone who might apply for a position will not be acceptable, but even so, a polite turn down by someone other than a secretary or clerk goes a long way in making the individual feel that he was at least given a fair opportunity. Let me also say at this point, that I practice what I preach. One of my added duties at the Council is that of Personnel, and I make it a policy to talk to all job seekers if, of course, I am there. The individual who does not have a chance to be heard by the personnel director or his staff goes away as one of your biggest critics.

I further feel that the Personnel Office is in a most advantageous position to know what is happening on the campus and the direction of its growth. Normally, they are expected to recruit staff and have them available when new physical facilities are completed. The Personnel Office is expected to keep the majority of employees informed as to the purposes and objectives of the institution. One might ask, what does the machinist at the central machine shop, or the press operator at the university press, or even the storekeeper at the central store care for, or even express an interest in, the institution's purpose and objective? To answer this, I will cite a few paragraphs from a recently completed book by Dr. James Lewis Morrill (recently retired President of the University of Minnesota) entitled "The Ongoing State University". He states, "Let me re-emphasize the other primary requirement of any adequate uni-

versity public relations program—the maintenance of good, sound relationship between administration and staff. Faculty and staff must be informed, cognizant of the university's problems, constantly aware of the direction in which the university is moving, made to feel that they are part of the great cooperative ongoing of university life.

"The janitor, the dean, the sheepherder at the experiment farm, the surgeon, the elevator operator, and the scientists have more in common than being on the payroll of a State university. Each is a 'somebody' to a lot of people—to a family, to neighbors, to lodge brothers, to relatives. Their impressions of the university are doubly important. for not only does their morale as employees contribute to the university's proper functioning, but they are also potent catalysts in the climate of public opinion—of inestimable value for good or for harm. Staff members too often are the truly forgotten special public of the university." I highly recommend this book for your reading.

Why have I made such a large pitch on these points? Let me repeat, that I strongly feel that it is the Personnel Office's responsibility to inform the staff and to promote a true sense of public relations. In my opinion, aside from the recruitment of staff, the personnel director's second major responsibility is that of Public Relations among the staff of the institution.

In closing, I want to thank you for your hospitality, and may I further encourage and challenge you to take an active interest in your institution's development needs. Let me also encourage you to accept your responsibilities on the institution's administrative team so that you can do your share in meeting the challenge in the dynamic years ahead.

The Public Employment Service—What It Can Do For You

JOHN M. CLARK

The goal of the Public Employment Service is not just to put workers in any job, but to put the right workers in the right jobs.

The Public Employment Service is the product of the twentieth century economy. It is an outgrowth of our dynamic, complex industrial system—a system which, strangely enough, built gigantic organizations to market almost everything else with which industry is concerned, but failed to provide markets to exchange that most perishable of all the so-called factors of production—labor.

The Public Employment Service was established by law to fill this gap. It was created to help bring about an equilibrium in our labor market by creating a labor exchange dealing with all kinds of qualified labor—professional, technical, sales, clerical, domestic, skilled, semi-skilled, and unskilled—with the avowed purpose of facilitating mobility and matching workers and jobs.

The primary objective of the Public Employment Service is to help the people in our communities throughout the

country to obtain jobs from which they can derive a livelihood and to assist employers to obtain the kind of workers they need, when they need them, for the successful operation of their businesses and industries. The goal is not just to put workers in any job, but to put the right workers in the right jobs. This service is a most important one in an age when people are almost willing to sacrifice their freedom for security—economic security. As someone once said, "There was a time in our country when if you asked a man if he would rather give up his job or his right eye, he would have looked at you in scorn and said, "My job, of course;" ask the same question today, and you can wager the answer will come out loud and clear—"Take my right eye, I must have my job!" And so we can say with conviction the role of the Public Employment Service is an important one. And this is not to discount the work of private employment agencies.

Rich benefits can be derived by employers, as well as job-seekers, who avail themselves of the services which the Public Employment Service is providing

A talk presented to the Fourteenth Annual Conference, Carnegie Institute of Technology, August 10, 1960. Mr. Clark is Director of the Pennsylvania State Employment Service.

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on an ever-widening scale in our cities and towns everywhere in the state and in the nation.

Created By Wagner-Peyser Act

The Employment Service, as we know it today, stems from the passage of the Wagner-Peyser Act about a quarter of a century ago in the spring of 1933—a time when our nation was in the throes of a great economic disaster. Since that time, about 1,800 Public Employment Offices have been set up at convenient locations across the state and nation to administer to employment needs. One hundred and ten of these offices are located in the Commonwealth of Pennsylvania. Through the 27 years of its existence, the Public Employment Service has broadened its policies and programs to meet the employment problems of the times, continuously improving its techniques and procedures to help bring about the fullest and most efficient use of the labor force. Unlike the old man who had never been up in an airplane, employers must not let over-caution or lack of confidence deter them from using this public service.

It seems a very busy young executive who was enjoying a brief vacation was trying to persuade his aged father to accompany him on a plane trip. The old man never having been off the ground was afraid to take the risk and refused to go, saying, "There will be no riding in those new-fangled contraptions for me, I know when I am well off." "But you are so foolish," pleaded the son, "you know you won't die until your number is up, and when your number is up, you will die wherever you are—whether in your rocking chair or in an airplane." "Just the same, I am going to stay in my rocking chair," insisted the father, "I

can't see any sense in dying just because some pilot's number is up."

I assure you there is no untoward risk for those who use the facilities of the Public Employment Service. These facilities include (1) *Job Placement*—a program which matches workers' job qualifications to employers' job requirements, (2) *Employment Counseling*—which assists workers in making a job choice or job adjustment, (3) *Labor Market Information*—which helps employers plan their future personnel needs and provides occupational information for job applicants, (4) *Industrial Services*—a group of services which include job study and personnel management techniques for employers and testing programs for both employers and workers, and (5) *Community Services*—a program intended to make the Employment Service a good neighbor in the community through participation with civic organizations and agencies.

Without force, or duress, or fee of any kind, and with the cooperative efforts of educators, guidance counselors, and business and labor leaders, the Public Employment Service endeavors to provide individuals in all of our communities with job opportunities, incentives, and information which will enable them to enter fields of work where their abilities and interests are needed. Through careful research and the constant refinement of its procedures and techniques, the Public Employment Service constantly strives to build an effective bridge between jobs and duties and the psychological and human dimensions of the labor force.

Variety Of Helpful Services

For its employer clientele, Public Employment Service Personnel is prepared

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to render a variety of helpful services over and above those which contribute directly to labor recruitment and job placement. Employment security advisers are available to assist employers with such problems as analysis of labor force and estimate of labor requirements, effective assignment of workers and reduction of turnover. They can provide reliable information on present and prospective labor market conditions, employment trends, and local wage levels. Since they are familiar with job descriptions covering the same occupations in a variety of industries and localities, they are qualified to give counsel about the practicability of tests, the selection of applicants for specific jobs through scientific job analysis, and occupational classification. Over the years the Employment Service has amassed a wealth of information about the basic requirements of particular jobs and has developed special techniques to help select the workers best qualified to meet specific job requirements. Only the biggest industries can afford to set up the testing facilities which the Employment Service makes available to employers. In its applicant-testing program, the Employment Service uses *aptitudes tests* to measure capacity to learn jobs and *trade tests* to measure occupational skills already acquired. Most of the aptitude tests are of paper and pencil variety, but many of them use apparatus to measure factors such as eye-hand coordination, finger and manual dexterity, etc. In addition to a general aptitude test battery, which covers twenty-two broad fields of work, special aptitude batteries have been developed for about 600 occupations. Besides its test development program, the Employment Service is engaged in occupational test research to determine the adequacy of test batteries.

Trained technicians on the Employment Service staff are available to assist employers in analyzing in-plant personnel needs and are prepared to aid, for example, with job analysis, occupational classification, staffing schedules, manning tables, and worker characteristic studies and techniques. They can also offer valuable suggestions concerning information required on permanent employee records and render advice on information required on permanent employee records and simplified methods for keeping personnel records current.

Skill Surveys

For the community welfare—since experience has proved that job titles do not indicate actual skill level or work performed—the Employment Service has prepared skill surveys cataloguing all the significant occupational skills possessed by unemployed work forces in many labor-surplus areas in the commonwealth. These skill inventories, which have been completed in Pennsylvania for Coaldale, Shamokin, Mt. Carmel, Scranton, Nanticoke, Fayette, Washington, and Greene County labor market areas, present a composite picture of skills available in the areas which can be related to skills required in any industry. The information contained in these surveys is of great value to industrial development groups and community leaders anxious to attract new industries to the areas and provides a meaningful key for employers who are looking for a specific labor supply.

At the present time, the Public Employment Service is giving major emphasis to the introduction of a new functional occupational classification system into its operations. Research on this new system, which is presently being applied and tested in the Pittsburgh and Allen-

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town areas, involved an intensive evaluation of existing job information for 4,000 jobs, which represents an 18% cross-section of the "Dictionary of Occupational Titles," with which I presume we are all familiar. The project is calculated to find a more exact way to communicate job specifications so that the relationship between workers' qualifications and the requirements of jobs can be more precisely identified. The study entails considerable research and investigation of workers' attitudes, interests, temperaments, and physical capacities, as well as working conditions and job training time. The successful introduction of this new functional occupational classification project will herald a new era in the field of personnel interviewing and job classification.

For workers in the community, the Public Employment Service offers special job testing, job counseling services, and job placement at the individual's highest skill. These services entail job order-taking from employers, applicant interviewing, careful classification of workers' skills, and the selection of the best qualified applicants for referral to job opportunities.

Recruiting Services

In addition to its work in the local offices, the public employment service provides recruiting services at national meetings and conventions of professional groups such as economists, social service workers, and medical associations and is ready to act in cooperation with colleges and universities as *campus recruiting agent* for business and industry.

When labor demands cannot be met locally, the Employment Service extends its search for workers to Public Employment Offices in other parts of the state

and nation. When extensive recruitment efforts point up a shortage of skilled workers needed by employers in given occupations, the Public Employment Service cooperates with local school authorities, employer groups, and labor organizations to provide adult training and retraining programs for selected trainees who are ultimately placed in the skill shortage areas.

As public servants of a democratic people, the Public Employment Service is dealing with a very critical area of modern living—and the great need that inspired its creation has not lessened with the passage of the years since its establishment. If anything it has sharpened! Experts tell us we are on the brink of another era of spectacular growth. They predict the population in our state will increase by a million during the next decade, and an additional 500,000 workers will be added to our labor force bringing the state total to about 5,200,000 workers. They point out that while both male and female workers will increase, over half the gain will be in female workers. There is to be a larger percentage of workers under 25, both male and female, and a greater proportion of older workers, that is persons 45 and older. Meanwhile, workers in the prime working years, between 25 and 44, will make up a disproportionately smaller percentage of the labor force in comparison with today. Moreover, there is to be a considerable change in the kind of occupations available—much greater demand for professional and technical services—much less call for unskilled workers—all of these factors point up the importance of education, training, and planning, for the efficient and sound organization of our labor market, if we are to maintain the industrial growth which keeps our state

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and nation strong and our standard of living the highest in the world. To recruit and place workers—to supply reliable information about the labor market—to prevent harmful movements of labor and to encourage the use of the mobility of labor—*this is the role of the Public Employment Service.*

Thorny Employment Problems

As President Abraham Lincoln once said, "The task that lies before us is very great." Population growth, industrial expansion, the discovery of new products and the development of new processes and the demand for more services pose

thorny employment problems. The problems of inexperience, occupational obsolescence—and possibly the greatest problem of all—the displacement of workers due to automation and changing industrial patterns arising from the adaptation of our economy to the atomic age—all give serious challenge. But with industry, labor, educational institutions, government, and the people of our communities, working together, we cannot escape our goal—the fullest possible utilization of our labor market in our dynamic industrial system. Meanwhile, the Public Employment Service has a rich offering to make to those who seek its help.

A Comparison of 1959-1960 Salaries . . .

(Continued from Page 16)

directors of student personnel services, deans of men, and deans of women.

(c) Directors of nonacademic personnel salaries were \$258 lower in public and \$329 higher in private institutions than the institutional averages of academic deans and faculty group. In large institutions, directors of nonacademic personnel received average salaries that were \$668 lower in public and \$41 lower in private institutions than the averages of academic deans and faculty. In small private institutions, directors of nonacademic personnel received an average that

was \$433 lower than the average of academic deans and faculty. In both public and private institutions, nonacademic personnel director salary averages were higher than those of instructors, assistant professors, and associate professors.

This report has dealt with the average 11-12 month salaries paid administrators and faculty in four-year colleges and universities during 1959-1960. An analysis of the data showed that in size of average salaries, academic administrators ranked first, academic deans and faculty ranked second, and nonacademic administrators ranked third. However, in relation to the average salaries of individual positions in each of the three groups, the average salaries of directors of nonacademic personnel compared favorably.

CUPA's bookshelf

Dictionary of Personnel and Industrial Relations, by Esther R. Becker, Philosophical Library, New York, 1958, 366 pp., \$10.

This is a very complete and excellent dictionary of personnel and industrial relations terms. The work includes definitions and notes on thousands of terms used in personnel work, such as absenteeism, fringe benefits, job satisfaction, scientific management, therblig, and work cycle. There is also information on hundreds of different groups, associations, and labor organizations with which personnel people deal. Examples include American Arbitration Association, AFL-CIO, Forty-Plus Club, International Labor Organization, and the National Labor Relations Board. A list of colleges and universities doing research in industrial relations is included, as is a list of the top personnel associations in the United States.

There is an interesting sprinkling of names of people important in the development of the personnel profession and the American labor movement. These include John Rogers Commons, Glen L. Gardiner, John Mitchell, Frederick J. Taylor, and many others. Most of the important Federal legislation concerning labor is briefly described, i.e., George-Barden Act, Taft-Hartley Act, Federal

Unemployment Tax Act, and Fair Labor Standards Act. This is a good place to start to get information on these acts.

This dictionary is a very handy source book for the personnel administrator and a real "must" for anyone who intends to teach, write, give talks, or do research in the fields of personnel and industrial relations.

Charles T. Clark
System Personnel Advisor
The University of Texas

Administration of the Non-instructional Personnel and Services, by William A. Yeager and edited by H. H. Remmers, *Education for Living Series*, Harper, New York, 1959, 426 pp., \$5.50.

This is a well-written book on public school administration by an educational authority. Our common reference to public schools is usually in terms of the teachers, principals, or superintendents, without much regard to the great staff of non-instructional personnel. What the teacher does today, as pertains to his duties outside the classroom, is one of controversy. Mr. Yeager's book points out the many areas in which a teacher can get involved outside the classroom, including business and clerical services; plant planning, construction, and maintenance serv-

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ices; attendance and health services; food service; and transportation service. In my opinion, he does an excellent job in definitions, use of terminology, clarification, and simplicity of writing. There is a suggestion of educational philosophy which tends to create interest and to increase your desire to peruse the book.

In the area of college and university personnel administration, this book is not one of the best references. However, it is a handy guide to the public school system and could possibly be used in dealing with students who are interested in that level of education. Don't mistake me; there are many similarities between the areas described by Mr. Yeager in public schools and in the colleges and universities, especially the smaller colleges. A small college organized on the levels described in this book would function quite efficiently!

Had this book been available when I entered public school teaching, I know I would have been more valuable as a member of the school system. Too often does the superintendent and *perhaps a student secretary* have to face all of the nonacademic problems alone. Many say taxpayers and school boards are concerned only with the academic side of public schools with little or no regard to the various functions of a non-instructional staff. Some would say these

latter functions are what enable the teachers to teach. And too often some, or many, of these non-instructional duties are assigned to teachers to the degree that the problem becomes "when do I teach!" Mr. Yeager has not only defined the problem, but has outlined necessary procedures to find a solution to the problem. Little has been omitted, and much has been covered well.

It probably wouldn't be necessary for all people in non-instructional personnel administration to read this book in order to improve their status in colleges and universities. However, it is well worth reading to improve one's own knowledge and understanding of the public-school system, and after all, aren't we dealing with people who, at one time or another, have been connected with the public schools? Many of us had our first look at business offices, counselors, janitors, and cooks at the public-school level and have carried such attitudes and relationships with us into the college and university level. This book helps give us a better understanding of the function of public school administration. Your time will not be wasted in giving this book your attention.

R. E. Latchaw
Business Manager
Coe College

EDITORIALLY SPEAKING

Editorially Speaking . . .

(Continued from Page iv)

to serve as President of our Association, I did not realize the extent of clamoring for the type of personnel data which can be and must be, and, to a small extent, is, provided by our Association. As I have traveled to the various regional conferences and met with representatives of the different institutions—particularly the small institutions—I have realized that we are only scratching the surface insofar as this important need is concerned. Please do not misunderstand me. Bill Poore has done an excellent job in the conduct of our research activities within budgetary and time limitations. In the future, however, we must find ways of removing, or at least alleviating to some extent, these barriers of time and money. Our Association must move forward in the conduct of research designed to improve our effectiveness in the staffing, the training, and the remuneration of employees, and in the handling of problems associated with personnel relations in higher education. This is indeed one of the more fruitful fields of endeavor in our profession and one which has not been harvested to any appreciable extent.

Another important need of our Association pertains to regional conferences. This year, for the first time, we had four full-fledged regional conference meetings. It is extremely important that our Association take an active position in supporting and in encouraging the conduct of these regional activities. In fact, I suggest to you that these regional organizations are, to a great extent, the pathways which our Association must follow to the road of success in meeting institutional personnel problems. Many of our smaller institutions are unable to

send representatives to the national conference, so it is imperative that these regional conferences or workshops provide the information and the contacts which such representatives need so that they may return to their respective institutions better able to cope with day-to-day personnel problems. It is just as important that these regional organizations should become more effective in such associational affairs as research, membership, and, of course, the always important matter of individual interchange of information. We must put forth a particular effort to better organize our regional groups—again, not for the sake of organization per se, but for reason of the benefits that are derived therefrom. A stronger and more effective national organization will surely be the result of such efforts.

Your Executive Committee has taken this thought into account in recommending the revision of our by-laws to provide that regional presidents or chairmen should sit with the Executive Committee during the course of its official deliberations. We hope also that the creation of the new office of recording Secretary will result in the providing of more information for our regional chairmen and in turn for the membership as a whole. It has even been suggested that we should create a special vice-presidency to deal with this particular problem, but as we see it, it is better to deal with the matter through the framework of our existing organization. Please let me emphasize, however, that we must not be timid in our approach to this phase of our Association's development.

I could speak for many hours with reference to the wonderful work which Kathryn Hansen and her predecessors have done in the development of our pe-

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ridicals. Our publications have been developed from the initial stage of an informal and brief mimeographed statement to the point where we now have a professional *Journal* and an informal "Newsletter," both of which are published according to a schedule and both of which are excellent publications.

I know of one instance where a college president had the occasion to read an article written for *The Journal* by my good friend, "Deed" Willers, and after reading "Deed's" article, this college president was able to visualize the procedure which he should follow in the handling of personnel problems on his campus. Since that time, this particular university administrator has commenced activities directed towards establishing a central personnel program for his institution. I am sure that this situation is only one of many similar examples which could be cited as to the value of this professional journal in our chosen field of personnel administration on university campuses. It is incumbent upon each and every one of us to keep a literal flood of material flowing across the editor's desk so that she will have the greatest possible breadth of material from which to select for publication. Please let me encourage you to send her copies of speeches which you make or which you hear. Let her be the judge as to whether or not they should be published.

In this respect I should add that our *Journal*, which is our professional journal, and our "Newsletter," which is our informal publication, as important and valuable as they are, must serve simply as the continuing or regular portion of our Association's publications. I wish to emphasize, however, that we cannot stop at this point if we are to meet the challenge which faces us. We must also use

special publications to answer the numerous special problems which confront our Association. Even now Arlyn Marks and several others are working on a detailed manual which will outline in general terms how colleges and universities can better meet today's problems in the field of personnel management. Also, the American Council on Education and the National Federation of College and University Business Officers Associations are collaborating in the revision of their two-volume publication entitled "College and University Business Administration". As class specifications and other similar data are prepared and published by our member institutions, it is important that the results of such labors be made available to other interested institutions. Here, again, this availability should be accomplished through our professional Association—that is, through the College and University Personnel Association.

Most of you are familiar with our plans and hopes for a truly effective national placement service for administrative personnel in colleges and universities. Unfortunately, there is at the present time no central clearing house for administrative personnel in institutions of higher learning. When some qualified and interested outsider seeks to enter our field of endeavor—and all of you know how badly we need additional competent persons in this field—the only way he can ascertain the availability of such a position is to make individual inquiries to each of the 2,000 institutions of higher learning throughout our country. The same problem exists when any person seeks to change positions within the field of higher education. This is indeed ridiculous, and I know that before we reach any reasonable plateau of efficiency in university management, it will be essential that we

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have an effective national placement service for administrative personnel. Your Executive Committee and your officers have worked diligently toward this objective for some years, and I am confident that we shall see the development of such a program in the near future.

For many years CUPA has been blessed with an Executive Secretary who has given of his personal time—even to an unreasonable extent. Similarly, we have been fortunate in being able to impose upon the cooperativeness of the University of Illinois in the maintenance of an executive headquarters on their campus without cost to the Association. I am confident that, as our Association continues to grow and as we improve our Association's programs designed to cope with personnel problems of tomorrow's universities, we shall see the development of a permanent executive headquarters with appropriate services and staff. Please let me assure you that I do not consider this to be just a pipe dream or idle chatter, but instead it represents an objective analysis of our growing problems and of the inevitable solution thereto. Here,

again, we are not interested in development for the sake of development per se. We are interested in providing physical facilities for our Association so that we can, through these facilities, effectively meet the ever-increasing problems of personnel management on our 450 campuses, or, in fact, on the 2,000 campuses throughout our land.

And now, I would like to express to you my appreciation for your patience and your kindness in permitting me, as your President, to present these comments—for permitting me to express my viewpoints on the subject of personnel management in colleges and universities and relative to the future of the College and University Personnel Association.

Please let me reiterate that we have before us a well-planned conference—one which will undoubtedly provide valuable information, as well as personal enjoyment, for us. May I suggest that we turn the program back to our congenial host and that we get under way with the further proceedings of this, our Fourteenth Annual Conference of the College and University Personnel Association.

Notes and Quotes . . .

(Continued from Page ii)

winds among shade trees and well-kept lawns where the twenty-three buildings of the College (one was the home of the late Andrew W. Mellon) stand with their neighbors."

The Cathedral of Learning, University of Pittsburgh

One of the dominating buildings on Pitts-

burgh's skyline is the Cathedral of Learning, rising 42 stories. Ground was broken for it in 1926, and the building, dedicated in 1937, has little in common architecturally with the log house in which the University of Pittsburgh (then Pittsburgh Academy) began instruction in 1787.

CUPA members enjoyed opportunities to visit this most unusual and beautiful Gothic tower college building, one of more than 50 that make up the University of Pittsburgh campus.

